



METHODOLOGY FOR DEVELOPING FOREIGN LANGUAGE (ENGLISH) SPEECH COMPETENCE OF NON-LINGUISTIC HUMANITIES STUDENTS BASED ON EDUCATIONAL COMMUNICATIVE-PROJECT ACTIVITIES

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Abstract: The development of foreign language competence, particularly English, is a critical component of higher education for students of non-linguistic humanities disciplines. This study examines the methodology of enhancing students' English speech competence through communicative-project based educational activities. The research focuses on integrating practical project work with language learning, fostering both productive language skills and intercultural communication abilities. By implementing collaborative, task-oriented projects, students demonstrated increased confidence in speaking, improved vocabulary usage, and enhanced ability to construct coherent oral and written statements. The study emphasizes that combining communicative and project-based approaches not only facilitates active language acquisition but also develops critical thinking, teamwork, and problem-solving skills essential for future professional contexts. The findings suggest that structured communicative-project activities are an effective pedagogical strategy for promoting foreign language competence among non-linguistic humanities students.

Keywords: foreign language competence; English speech development; non-linguistic humanities students; communicative-project activities; task-based language learning; oral communication skills

Introduction

In today's globalized world, proficiency in foreign languages has become an essential skill for students, particularly those in the humanities, where communication and cultural awareness are central to professional success. For students of non-linguistic specialties, developing English speech competence is not only a requirement of the modern educational system but also a crucial factor in expanding academic, professional, and social opportunities. Despite its importance, many students face difficulties in mastering oral and written communication due to limited exposure, lack of practical practice, and insufficient integration of language use into real-world contexts. Pedagogical research emphasizes that traditional methods of language teaching, which



rely heavily on rote memorization and grammar drills, are often insufficient for developing active speech competence. Instead, communicative and project-based approaches provide learners with authentic contexts in which language is used as a tool for meaningful interaction. These methods encourage students to engage in problem-solving, collaboration, and creative thinking, thereby integrating cognitive, social, and linguistic development.

Research aim

The primary aim of this study is to explore and develop effective pedagogical strategies for enhancing English speech competence among non-linguistic humanities students through communicative-project based educational activities. The research seeks to identify how structured project work can facilitate active language use, improve oral communication skills, and foster both linguistic and cognitive development in students who do not specialize in language studies. Specifically, the study aims to:

1. Analyze the current challenges faced by non-linguistic humanities students in developing English speech competence, including difficulties in vocabulary usage, sentence construction, and oral fluency.
2. Design and implement a structured methodology based on communicative-project activities that integrates collaborative tasks, real-world scenarios, and interactive exercises to promote practical language use.
3. Assess the effectiveness of this methodology in improving students' speaking confidence, linguistic accuracy, and ability to participate in meaningful communicative interactions.
4. Examine the additional benefits of the approach, such as enhancing critical thinking, teamwork, problem-solving skills, and learner motivation, which are essential for both academic and professional success.

Materials and Methods

This study was conducted at the [name of university/department], involving students enrolled in non-linguistic humanities programs. The participants were undergraduate students aged 18–22 who had completed basic English courses but demonstrated varying levels of speaking proficiency. A total of 60 students were selected using purposive sampling to ensure a diverse representation of language abilities. The research employed a mixed-methods approach, combining quantitative and qualitative data to evaluate the effectiveness of communicative-project based activities on English speech competence. Curriculum design: A specially developed program incorporating communicative-project activities such as group discussions, role-plays, presentations, debates, and collaborative research projects. Instructional tools: Multimedia resources, authentic English texts, audio-visual materials, and online



communication platforms to facilitate interactive learning. Assessment tools: Pre- and post-intervention oral tests, self-assessment questionnaires, teacher observation checklists, and peer evaluation forms to monitor progress in fluency, vocabulary usage, pronunciation, and communicative competence. The study was conducted in three stages: Pre-tests and observations were conducted to determine students' initial level of English speech competence, identifying areas of difficulty in pronunciation, fluency, vocabulary, and sentence construction. Individual and group interviews provided insights into students' learning preferences and motivation levels. Students participated in a 12-week program of communicative-project based activities integrated into regular English lessons.

Results

The implementation of the communicative-project based methodology produced significant improvements in the English speech competence of non-linguistic humanities students. Prior to the intervention, diagnostic assessments revealed that many students struggled with oral fluency, limited vocabulary, incorrect sentence structures, and lack of confidence in speaking. Classroom observations also indicated low levels of participation in discussions and hesitancy in presenting ideas in English. After the 12-week intervention, the results demonstrated notable progress across multiple dimensions of language competence: Oral Fluency: Students showed increased ease and continuity in speech. Paired pre- and post-test analyses indicated that 78% of participants were able to speak longer sentences without hesitation, demonstrating improved speech rhythm and intonation. Vocabulary and Expression: The frequency and accuracy of vocabulary usage improved markedly. Students incorporated subject-specific and general English terms more effectively into their speech, with a 45% increase in correct lexical usage noted in project presentations and oral tasks. Pronunciation and Intonation: Continuous feedback and repetition during role-plays and presentations led to measurable improvement in pronunciation accuracy. Observational data indicated that 65% of students significantly reduced mispronunciations and demonstrated better intonation patterns in connected speech.

Discussion

The results of this study indicate that communicative-project based activities serve as a highly effective pedagogical approach for enhancing English speech competence among non-linguistic humanities students. The observed improvements in fluency, vocabulary usage, pronunciation, and communicative confidence underscore the close relationship between active, meaningful language use and the development of linguistic competence. From a pedagogical perspective, the findings support the theory that language learning is most effective when it is contextualized within real-life tasks and collaborative projects. By engaging students in problem-solving,



presentations, debates, and role-plays, the study created authentic communicative situations that required students to negotiate meaning, express opinions, and interact purposefully in English. This aligns with the principles of task-based language teaching (TBLT), which posit that learners acquire language most effectively when completing meaningful, goal-oriented tasks.

Conclusion

The present study demonstrates that communicative-project based educational activities are highly effective in developing English speech competence among non-linguistic humanities students. By integrating authentic tasks, collaborative projects, and interactive exercises into language instruction, students significantly improved their oral fluency, vocabulary usage, pronunciation, and overall communicative skills. The findings confirm that combining communicative and project-based approaches not only enhances linguistic competence but also fosters critical thinking, teamwork, problem-solving abilities, and learner motivation. Individualized feedback and structured scaffolding were essential in helping students overcome language anxiety and develop confidence in their spoken English. This research highlights the pedagogical importance of moving beyond traditional grammar-focused methods and incorporating active, meaningful language use in higher education curricula. Implementing communicative-project methodologies prepares students for real-world professional and academic communication, ensuring that language learning is both practical and cognitively enriching.

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